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valuable and should be decidedly suggestive and helpful to every city superintendent.

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FREDERICK S. BREED

*A text on practical mathematics.*—Teachers engaged in vocational or pre-vocational training will be interested in a book<sup>1</sup> in which it is attempted to present the general basic principles which the pupil must know whatever special vocation he may prepare for. The material is grouped into four divisions: arithmetic, mensurational geometry, trigonometry, and practical applications. The arithmetic section includes a review of the fundamental operations, percentage, discount, and ratio and proportion. The geometry develops formulas for the common plane figures and solids. In trigonometry right triangles are solved by means of the natural functions: tangent, sine, cosine, and cotangent. The applications are taken from a variety of shop problems. The treatment of the subject-matter is highly topical and exceedingly formal. However, to make the work appear less formal and less abstract, the authors have tried to create the atmosphere of the shop by selecting an abundance of shop problems and by inserting nearly three dozen blue-prints to which problems of the text are related. Thus the book reflects shop conditions.

A brief chapter on the use of the slide rule in multiplying, dividing, and extracting square roots adds to the practical appearance of the text.

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E. R. BRESLICH

*English in the junior high school.*—One of the most important questions before educators today is that of the teaching of English in the seventh, eighth, and ninth grades. To all secondary-school teachers and to those immediately concerned with junior high school work come the questions: What principles of rhetoric, grammar, and mechanics need to be taught? How can they be presented so that the adolescent child's desire to *do* things may be satisfied, unchecked by overemphasis on drill?

Mr. Hatfield and Miss McGregor, out of their wide teaching experience, have given us an answer to these questions.<sup>2</sup> Service is, indeed, as the authors claim, the underlying principle of their book. The purpose of the book is to furnish a plan whereby the conditions of the English classroom may be analogous to the conditions of the child's extra-school life, in order that his interest may be aroused in discovering purposes and needs for himself.

The work is complete in one volume of three parts, each a natural outgrowth of the preceding part and each adapted in its degree of difficulty to the grade

<sup>1</sup> GEORGE WENTWORTH, DAVID EUGENE SMITH, and HERBERT DRUERY HARPER, *Fundamentals of Practical Mathematics*. Boston: Ginn & Co., 1922. Pp. vi+202. \$1.20.

<sup>2</sup> W. WILBUR HATFIELD and A. LAURA MCGREGOR, *English in Service*. Garden City, New York: Doubleday, Page & Co., 1922. Pp. xx+200+188+179+6. \$1.60.

for which it is planned. The plan of the book is best understood from the authors' explanation of the structure of the chapters:

First in each chapter some undertaking in communication is presented as attractively as possible, means of carrying out the undertaking are considered, provision is made for actual speaking or writing involved, and the learners are led to estimate the degree of their own success and to discover as far as possible the causes of success and failure. From this consideration of the effective and undesirable in the pupils' expression the second part of the chapter develops a specific problem of form, and helps the learners to work out its solution. When the nature of this solution permits, there is provided formal drill in its application sufficient to make the learners certain in their knowledge of what is right. . . . The third step in each chapter is the presentation of more composition undertakings. Shortly, as a fourth step, a second problem of form is developed and solved. In most of the chapters one of the problems lies in the field of rhetoric and the other in that of grammar or of mechanics. The fifth and last portion of the chapter—usually more than half—consists of further practice in actual communicating, so chosen as to call for the use of the principles taught in the second and fourth steps and so conducted as to make evident the influences of the principles in those activities [p. vii].

The book is addressed to the pupil. The unusually detailed directions will prove invaluable to the inexperienced or overworked teacher but may prove burdensome to the teacher with initiative. The informality of the method of suggestion of theme subjects is a delightful departure from the old list of topics. The presentation of rhetoric, grammar, and mechanics is based on usage rather than logic, although the logic of the various principles is taught inductively.

There can be little doubt that this book is a thoughtful work and that it will be of interest to great numbers of teachers who are facing the problem of what to teach and how in junior high school English.

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MARTHA JANE MCCOY

*A popular discussion of evolution.*—A revival of the so-called "evolution versus religion" controversy is at present arousing nation-wide interest, both in religious and scientific circles. A recent book<sup>1</sup> by Dr. William M. Goldsmith answers for the general reader many of the arguments of those opposing evolution. The author has taken the side of the vitalistic, rather than that of the mechanistic, evolutionist, i.e., back of the evolution is a creator, and evolution merely explains the method of creation.

It is the opinion of the author that the scientists have been greatly misrepresented regarding their attitude toward evolution. *The Laws of Life* states, "Evolution neither eliminates God nor does it teach that monkeys are the ancestors of man" (p. 51). "To admit evolution does not mean the denial

<sup>1</sup> WILLIAM M. GOLDSMITH, *The Laws of Life*. Boston: Richard G. Badger, 1922. Pp. 442. \$4.00.